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ABSTRACT

The Skills, Attitudes, and Values for Employment (SAVE) project was designed to explore the needs of women in the workplace. An exploratory design was selected for the study with a target population consisting of 200 women working in companies in Morris County, New Jersey. From a self-administered questionnaire used to elicit information, the study showed that more women in the 40 and under group are college graduates than in the group over 41. Also, more women who have attained a college degree or higher have had a mentor. The skills that seemed to be more important for the women studied were the self-management skills (self-assertion and public speaking) and functional skills (mathematics, statistics, English, computer-related skills, and career planning). The women also expressed the following needs: establishment of day care facilities, flexible work schedules, job sharing, financial planning, and exercise classes. Of the women in this study, 56 percent had a continuous work-career pattern. The majority of the women in this study perceived a positive correlation between participation in training and its helpfulness for getting a job, being promoted, and working efficiently. (Author/KC)

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FINAL REPORT

OF

SKILLS, ATTITUDES, VALUES, ESSENTIAL FOR EMPLOYMENT

1982-83

Department of Sociology
College of Saint Elizabeth
Convent Station, New Jersey 07961
(201) 539-1600

Project Director
Marcelle Chenard, Ph.D.

This project reported herein was conducted pursuant to a contract from the New Jersey Department of Education, Division of Vocational Education and Career Preparation. It was funded under Section 131 P.L. 94-482, Educational Amendments of 1976.

Project Duration: July 1, 1982
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June 30, 1983
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The Contractors undertaking this project were encouraged to express fully their judgments in professional and technical matters. Points of view or opinions do not, therefore, necessarily represent official funding agency positions or policies.

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PROJECT TITLE: Skills, Attitudes, Values, Essential for Employment

LEGAL NAME OF APPLICANT DISTRICT, INSTITUTION OR AGENCY: College of Saint Elizabeth

ADDRESS: Convent Station

New Jersey 07961

PROJECT DIRECTOR: Marcelle Chenard, Ph.D.

TELEPHONE NUMBER: (201) 539-1600
(Area Code)

ABSTRACT

DESCRIPTION OF PROJECT

(Use this sheet and no more than one other to type in single-spaced form a statement of project objectives, procedures that were followed, state and local priorities emphasized and the expected contribution of the project to vocational education.)

The Skills, Attitudes and Values for Employment Project was designed to explore the needs of women in the workplace. An exploratory survey design was selected for the study. The target population consisted of 200 women working in companies in Morris County, New Jersey. The companies were stratified into three categories: large, medium and small.

A self-administered questionnaire was the instrument used to elicit the information.

The study findings show that there are more women in the 40 and under group who are college graduates than in the group over 41+. Also, there are more women who have attained a college degree or higher who have had a mentor. The skills that seem to be more important for the women studied are the self-management skills, while those that are lacking are some functional skills.

Fifty-six per cent of the women in this study have a continuous work career pattern. The majority of the women in this study perceive a positive correlation between participation in training and its helpfulness for getting a job, being promoted and working efficiently. The needs of these women can be divided into two categories: job-related needs, example, basic skills and personal needs, example, day care centers.

ACKNOWLEDGEMENT

There are a number of persons who must be acknowledged for the realization of this report. I am especially grateful to Eileen Dahmen for her assistance in this project. She participated with all the aspects of the work and shared many views from her own background and knowledge of the literature. Sister Ellen Desmond provided detailed comments in most of all the material in this report, reviewed the questionnaire and the analysis plan and gave many incisive observations in the entire investigation. Michelle Chabbott contributed to the skills, attitudes and values list.

I am especially grateful to all the companies who participated in this study. I am most thankful to all the anonymous women who gave generously of their time. Without them there would have been no report.

I am extremely grateful to Patricia Moore for typing the many drafts while keeping her sense of humor. I also want to thank Katherine Burke for coding and keypunching the data; and Patricia Taylor for coding, preparing some tables and the bibliography.

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A. INTRODUCTION

1. PROBLEM

The American workplace is being transferred into a high tech setting but a great change is also taking place in the American labor force itself, particularly by the dramatic influx of women into the job market. The labor force of 1950 was a largely male world; the 18.4 million women who held jobs were only 30 per cent of the total working population of 62.2 million according to the U. S. Bureau of Labor Statistics. By March 1982, 43 per cent of the 108.8 million people who worked were women, and those 47.1 million women equaled more than half the females in the nation. The fastest-growing group of working women is mothers. Since the 1950's the number of working women has quadrupled.

Buckley (1963) and Epstein and Bronzoft (1970) noted a rise in the pattern combining marriage with employment. Plotsky and Goad, (1974) observed that few young women gave much consideration to what will happen in their lives after all their children are in school or to what their life style would be if they did not marry. Then Campbell (1981) discussed the pattern in which employed married women gave up their job when children were born and did not return to the work force. Jay Rohrlich (1980) added another dimension to this observation. He wrote

> After children are grown and the day-to-day demands of parenthood are over, mothers who have concentrated exclusively on their home-based loving roles are free to move in the direction of instrumentality, self-affirmation, and aggressive accomplishment. The sad fact, of course, is that while many women are eager to shift priorities in their late thirties and forties, the work world is not necessarily eager to accommodate them without the requisite youth, background and experience.

Rohrlich keyed in some negative consequences of this modified pattern, i.e., that the "work world is not necessarily eager to accommodate them with the requisite youth, background, and experience." Women may lack the experience that employers require, but they may also lack the skills, attitudes and values necessary to compete and to survive in the workplace with its word processors and high-tech information systems. In her study of 127 women who graduated from Radcliffe in 1954, Gail Sheehy (1976) found that the majority of these women felt it was "necessary to go back to school, to train in areas that are extensions of their care-giving skills and in which competition is swelling while the job market is shrinking".

Sidney Fine (1965) divides skills into three main categories according to whether or not they are being used with things, data, or people. Bolles (1978) refers to these three skills as functional skills, work content skills, and self management skills, respectively. Richard Bolles claims that a "good" skill is one that when used in the appropriate environment, helps that individual to adapt well to that environment.

But adaptation to an environment may be helped along with the direction of a mentor. Nancy Collins (1983) says a woman must have that extra push, that extra help from someone senior in management guiding her career and helping her make those crucial decisions. According to Maggie Scarf (1980) in Unfinished Business, women who marry and establish families do not seek a mentor. She says these women look to their own mothers to fill this role. However, less traditionally oriented young women who pursue serious careers in their early 20's did establish strong relationships with slightly older, more experienced mentoring figures. In this way their behavior was indistinguishable from a man's career pattern.

The issues discussed above raise many questions yet to be answered since there has been little to no research on how working women are up-dating their skills, attitudes and values. However, a grant to study these questions was awarded to the Sociology Department of the College of Saint Elizabeth by the State Department of Education, Division of Vocational Education.

To guide the ensuing investigation, four hypotheses were developed.

1. Women whose careers were guided by a mentor have adjusted their skills, attitudes and values as they went along.
2. Women whose careers who are experiencing a great deal of discontinuity in skills, attitudes and values will actively try to seek the necessary information to up-date themselves.
3. Women who are experiencing less discontinuity in skills, attitudes and values will be less active in seeking information to up-date themselves.
4. Women who are not experiencing any discontinuity in skills, attitudes and values will not be active at all in seeking to up-date themselves.

This project will enable those working with women, i.e., colleges, vocational technical schools, career counselors to up-date or to keep up with what working women see as needs for the present and future workplace.

2. OBJECTIVES

This survey provided to college educators/vocational educators and career counselors in Morris County

1. Guidelines for curriculum development/revision based upon the skills, attitudes, and values perceived as important and/or lacking by employees as potential employees in the County.
2. An index of skills, attitudes and values which employees find lacking in most current job applications.
3. A description of benefits that some companies in Morris County are offering employees and potential employees to train them and to retain them.

This report also compares the results, when possible, to the Goldberg report on employers.

3. DEFINITION OF TERMS USED

Attitudes are learned, relatively stable sets involving a tendency to respond in predetermined ways toward specific objects or general classes. They are learned, organized through experience summation and generalization of past experiences. They are transmitted and conditioned by cultures, groups, sub-groups and the media. (Anderson, 1978).

Mentor is an individual, friend, parent or guide, who directs another person through a process thereby facilitating the learning experience, possibly shortening the learning time, teaching elements of decision-making and negotiation and socializing the individual for role expectations.

Functional skills are the kind required to deal with the basic tangibles of the everyday world, namely: data, people and things.

Self-management skills include not only how you get along with others, but also how you relate to authority, how you relate to time, to space, to the control of impulses, to the material world, to clothes and to dress.

Values are defined as attitudinal configurations that have become integrated, inclusive, and dominant over other attitudes so that they constitute referential cores basic to the person's action - especially to conscious judgmental actions. (Anderson, 1978).

4. BACKGROUND INFORMATION

The history of the Skills, Attitudes and Values for Employment Project is as follows:

Realizing that the skills, attitudes and values required to meet the needs of the present and future information society are important topics in the study of women's roles particularly in employment and in the changing workplace, the Project Director, a professor of Sociology at the College of Saint Elizabeth, whose mission is the education of women, undertook this research.

Sister Rosemarie Padavano, then Director of Ministry Programs, had contacted Dr. Marcelle Chenard and Sister Ellen Desmond, to discuss how the College could best serve the present working women enrolled in various programs at the College and the present undergraduate students. From this meeting the idea for this project was developed, and subsequently endorsed by the Sociology Department faculty. Dr. Marcelle Chenard, in consultation with Sister Rosemarie and Sister Ellen, wrote the proposal which was funded through the New Jersey Department of Education, Vocational Education and Career Development Division.

This study centers on only one county in New Jersey - Morris, because of the fast growing corporate expansion in the county.

B. BODY OF REPORT

1. PROCEDURES USED

Questionnaire

The exploratory survey was selected as the appropriate design to carry out this investigation. Questionnaire construction began in October 1982 and was completed in late December 1982. Some of the questions considered during this phase included optimal length of the questionnaire for the information needed, format for easy computer coding, layout for ease of responding, duplication methods available, and color of paper.

At different stages input regarding the questionnaire was sought from members of the Industrial Advisory Board of the College of Saint Elizabeth, members of a Social Research Methods Class at the College of Saint Elizabeth, a Career Counseling and Placement Director from the College of Saint Elizabeth, the Project SAVE consultant, and others. One member of the Industrial Advisory Board had the questionnaire checked specifically for Equal Employment Opportunity compliance. Suggestions for improvement and/or additions were followed wherever appropriate. In all, a total of four drafts were developed and critiqued before final acceptance.

The final questionnaire consisted of 5 sheets of blue paper, mimeographed on both sides, for a total of 10 pages. Some research has indicated that the use of blue colored paper produces a higher response rate. (Gosset and Boris, 1982). Other research has found that women have a lower response rate than men. (Goyder, 1982). It was felt that the use of colored paper would help offset the lower response rate for women. It was also felt that the inclusion of a self-addressed stamped envelope would positively influence the response rate: participants would be assured anonymity within their own company and could complete the questionnaire at their leisure. (Members of the Industrial Board indicated employers probably would not allow questionnaire completion on company time.)

Most question content was developed from specific information needs as set forth in the grant proposal. Some questions were developed as an outgrowth of original grant proposal ideas based on literature findings on working women.

The questionnaire is divided into five major sections: Personal Information, Education and Work History, Training Needs and Practices, Work and Family Patterns, and Skills, Attitudes and Values. (See Appendix C)

The first section, entitled, Personal Information, elicits demographic information. These data are the basis for the section on Characteristics of the Sample.

Section II, Education and Work History, seeks information on educational level, type of position held, approximate annual income, and the main influence that contributed most to the skills, attitudes and values needed for the present job. Information on the number of women who had a sponsor, coach, or mentor is also included.

Section III, Training Needs and Practices, elicits information about a woman's level of training activity. Additional questions cover areas such as whether training is voluntary or compulsory; financial responsibility for training; company time off for training; and the helpfulness of training in obtaining a job, gaining a promotion, and doing the job more efficiently.

Section IV, Work and Family Patterns, covers how long the woman has been working, number of dependent children, and whether the woman's career pattern has been interrupted or uninterrupted. A question asked why the woman chose to enter or re-enter the work force.

Section V, Skills, Attitudes, and Values, is divided into two parts. The first contains a list of 75 skills, attitudes, and values. Women were to check 15 that they felt are the most important in the work force; they were

also asked to check those they felt they lacked. The items were adapted from a list compiled in a study done on employers, (Goldberg, 1982) and from other published lists of functional skills, self-management skills, attitudes and values. Functional skills comprised 45% of the list (34 items); self-management skills, 32% (24 items); attitudes, 20% (15 items); and values, 3% (2 items).

The second part of Section V elicits information regarding the woman's feeling on fear of success. Open-ended questions allowed women to comment on their additional training needs, other services they would like to see companies provide, and recommendations for a vocational board. Another question allowed for additional comments.

Analysis Plan

Data were analyzed using the Statistical Systems (SAS) program package, and a consultant was hired to assist in readying the data for computer analysis. Prior to this, students from the College of St. Elizabeth were hired to assist in the coding procedure and to keypunch the data cards.

Data analysis provided simple frequencies, percentages, and central tendencies. Specified variables were cross-tabulated with other variables. Chi-square was used to determine significance. The indices used were: functional skills index, self-management skills index, attitudes and values index.

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Sampling Frame

A non-random, purposive sampling plan was used in this study, the target population of which consisted of women currently working in Morris County. In order to draw the sample of 200 working women, it was first necessary to secure a list of companies in Morris County, to determine the number of employees, and to secure the necessary cooperation of appropriate persons.

The 1982 Morris County Industrial Directory as well as a list of companies provided by the Career Counseling and Placement Office at the College of St. Elizabeth were used to obtain names of companies in Morris County. The Directory also provided information as to whom to contact, the type of business, and the number of employees. Due to the failure of some companies to report the number of employees in the Directory, a letter was sent to 75 small companies requesting the number of women employees and an answer regarding whether the company would participate in the research. Of the eight companies (10.7%) that responded, only 4 indicated willingness to participate in the study.

All companies on both lists were then classified into categories according to the number of employees. Given below is the frequency distribution of the companies by number of employees.

No. of Employees	No. of Companies
1-99	454
100-199	59
200-299	17
300-399	20
400-499	13
500-599	3
600-699	5
700-799	3
800-899	1
900-999	1
1000+	15
Total	591

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These 591 companies were then arbitrarily collapsed into 3 categories: companies with less than 100 employees were classified as small; companies with less than 800 employees were classified as medium and those with more than 800 employees as large. Below is the frequency distribution of the number of companies by company classification.

Company Classification	No. of Companies
Small (1-99 employees)	454
Medium (100-799 employees)	120
Large (800+ employees)	17

It was then necessary to determine the number of questionnaires to be sent to each company. Since it was assumed that there was a greater proportion of women in the larger companies, the decision was made to draw a larger number of women from the large and medium categories and a small number of women from the smaller category.

Sampling Procedures

All the companies within each category, small, medium, and large, were ordered alphabetically and the companies to be used in the study were then drawn. Members of the Advisory Board who represented some of the large companies were asked to determine the number of questionnaires they could distribute within their respective companies. This number ranged from 6 to 25. All the other selected companies were sent four questionnaires, with the exception of a few very small companies which were sent two questionnaires.

Each company was mailed a packet which included a cover letter to the head of the company or the contact person, a letter to each participant to which was attached a questionnaire and a stamped, self-addressed return envelope. Individualized self-addressed envelopes were included to assure respondents anonymity within her own company and ease of convenience.

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In order to facilitate data analyses, prior to the mailing, each questionnaire was coded for company size and company type. The codes are given below:

No. of Employees	Code No.
1-99	1
100-199	2
200-299	3
300-399	4
400-499	5
500-599	6
600-699	7
700-799	8
800+	9

Type Company	Code No.
Industrial Productions	1
Office Related	2
Service Occupations	3
Sales	4
Mechanical & Repair	5
Other Industrial	6
Other	7

The Sample Results

The first mailing in January 1983 consisted of a total of 293 questionnaires aimed at 47 companies. By the second week of February, 120 questionnaires had been returned. In this mailing 4 packets were returned because company policy did not permit participation.

The second mailing in early February consisted of 152 questionnaires to an additional 38 companies. This second wave was included to assure the 200 responses needed for this study. (See Appendix A for returns).

While waiting for the return of the questionnaires, follow-up letters were sent to companies which had not responded at all. Then telephone calls were made to all the companies in an effort to reach the quota.

Instead of having a third mailing, a decision was made to distribute twenty questionnaires to women who worked in Morris County and attended the Week-End College at the College of St. Elizabeth. Fifteen of these 20 questionnaires were returned thereby filling the requirement of 200.

Characteristics of the Sample

The women are white-collar employees in various types of positions; 32% in managerial, 25% in secretarial, 19% in professional, and 23% either clerical, sales, technical, other, or 1% did not answer. Twenty-five percent of the women are employed in small companies, 37% in medium companies, and 38% in large companies. All these women worked for companies which are located in Morris County, New Jersey.

What are the social-demographic characteristics of these 200 women? First, they are rather homogeneous with regard to the following:

95%	employed full time
92	born in the United States
86	Caucasian
96	not disabled
98	not a veteran

As shown in Table 1, 80% have been married. However, at the time of the study, 23% were separated/divorced/widowed. Thus, just 57% are married and 43% are not now or never were married.

While only 16% of the women are over 50, and the average age is 32, they are well distributed in the three age categories between 20 and 50. Eighty-eight per cent gave their religious affiliation as Christian, but they are almost evenly divided between Catholic and Protestant.

More than three-fifths (63%) have an educational level beyond high school. However, here again there is diversity. Approximately 20% of the respondents attended vocational/business schools, almost one-third graduated from college, and 14% have their master's.

Similarly, with regard to income approximately three-fifths (59%) earn between $15,000 and $29,999 per year, with the mean income approximately $20,000. But when looked at in categories over $10,000, there is only a 4% difference between the proportion earning $10,000 to $19,999 and those earning $20,000 to $29,999; and more than one-fifth earn over $30,000.

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The Bureau of Labor Statistics (Fall 1982) reported that women in operations and as systems researchers and analysts earned an average weekly salary of $422 ($21,944 per year); those in full-time managerial and administrative - $16,735; and women in professional and technical fields averaged $17,131 per year.

The socio-demographic variables show that there is a great similarity in these women's background. Will this similarity hold true for their skills, attitudes and values? Let us turn to the findings to see.

Table 1- 1

Socio-Demographic Variables

Variables	Per Cent
Marital Status:	
Married	57
Separated/Divorced/Widowed	23
Never married	20
Age:	
20 -	3
21 - 30	28
31 - 40	35
41 - 50	19
50+	16
Religious Affiliation:	
Catholic	47
Protestant	41
Other	12
Educational Level:	
Masters+	14
College graduate	31
Vocational/Business graduate	18
High school graduate	34
Some high school	2
No answer	1
Income:	
Less than $10,000	8
$10 - $14,999	11
15 - 19,999	26
20 - 24,999	22
25 - 29,999	11
30+	22

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2. FINDINGS

This section is divided into three major parts: Part I deals with the first guiding hypothesis pertaining to women and mentor: Part II deals with women, discontinuity and skills, attitudes and values; and Part III with the comparison of some of the results in this study with Goldberg's findings.

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2. FINDINGS - PART I

a. Tables

TABLE 2-1

Distribution of Women by Presence or Absence of a Mentor by Age

Age	Mentor: Had N	Had %	Had Not N	Had Not %
21-	2	1	3	1
21-30	31	15	22	11
31-40	33	16	34	17
41-50	8	4	29	14
50+	9	4	22	11
Total	83	40%	110	54%

* 1 or 1% D.K.; 6 or 3% N.A.

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TABLE 2-2

Distribution of Women by Mentor and by Education

	Some High School		Graduated High School		Vocational/ Business		Graduated College		MA		Ph.D.	
	N	%	N	%	N	%	N	%	N	%	N	%
Yes	2	1	16	8	12	6	36	18	16	8	1	1
No	3	1	49	24	23	12	24	12	9	4	1	1
Don't Know	0	0	0	0	0	0	0	0	1	1	0	0
Total	5	2%	65	32%	35	18%	70	30%	26	13%	2	2%

* Percentages were rounded out to even numbers

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TABLE 2-3

Distribution of Women by Presence or Absence of Mentor and by Career Pattern

Career Pattern	Mentor: Yes N	Yes %	Mentor: No N	No %
Interrupted	27	14	47	24
Non-Interrupted	54	27	58	29
No Answer	2	1	12	6
Total	83	42%	117	59%

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TABLE 2-4

Mentor and by Functional Skills Index

Functional Skills Mentor	Most Important	Lacking	Both
Yes	17.8	8	.9
No	21.3	10.1	.9

TABLE 2-5

Mentor and by Self-Management Skills Index

Self-Management Skills Mentor	Most Important	Lacking	Both
Yes	20.2	3.8	.8
No	30.0	6.7	1.1

TABLE 2-6

Mentor and by Attitudes Index

Attitudes Mentor	Most Important	Lacking	Both
Yes	17.7	4.9	.7
No	27.3	6.5	.7

TABLE 2-7

Mentor and by Values Index

Values Mentor	Most Important	Lacking	Both
Yes	15	8.5	0
No	24.5	17.0	0

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2. FINDINGS - PART II

a. Tables

TABLE 2-8

Distribution of Women by Measure of Continuity/Discontinuity in Work Pattern

Work Pattern	N	%
Worked part-time		
Yes	128	64
No	69	34
No answer	3	2
Career		
Interrupted	75	37
Not-interrupted	117	59
No answer	8	4
Left work to have children		
Yes	80	40
No	108	54
No answer	12	6

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TABLE 2-9

Distribution of Women with Interrupted/Not Interrupted Career Pattern

	Interrupted		Not Interrupted	
	N	%	N	%
Age				
20-	2	1	3	2
21-30	9	4	44	22
31-40	27	14	42	21
41-50	21	10	14	7
51+	16	8	14	7
	75	37%	117	59%
Marital Status				
Married	46	23	63	
Separated/Divorced Widowed	22	11	23	12
Never	7	4	31	16
	75	38%	117	60%

* 8 individuals did not respond to the question on career pattern

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TABLE 2-10

Career Pattern by Education

Education	Career Pattern: Interrupted N	Interrupted %	Not Interrupted N	Not Interrupted %
Some High School	1	1	3	2
High School graduate	31	16	32	16
Vocational/Business	18	9	16	8
College graduate	18	9	41	20
M.A.	6	3	21	10
Ph.D.	1	1	1	1
No answer	-	-	3	2
Total	75	37%	117	59%

* 8 Individuals did not respond to the question on career pattern. Analysis based on 192

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TABLE 2-11

Career Pattern by SAV Indices

Functional Skills

Career Pattern	Most Important	Lacking	Both
Interrupted	15.2	7.6	0.8
Not Interrupted	22.7	10.0	1.1

Self-Management Skills

Career Pattern	Most Important	Lacking	Both
Interrupted	18.7	4.2	.8
Not Interrupted	30.1	5.8	1.0

Attitudes

Career Pattern	Most Important	Lacking	Both
Interrupted	17.3	4.0	0.5
Not Interrupted	28.9	7.0	0.9

Values

Career Pattern	Most Important	Lacking	Both
Interrupted	17.0	8.0	0
Not Interrupted	21.0	18.0	1

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TABLE 2-12

Years Out of Work by Skill Indices

Left Work	Functional Skills: Most Important	Functional Skills: Lacking	Functional Skills: Both
Yes	.7	0.4	0
No	19.2	8.4	1.3
If Yes			
0-5	6.7	2.7	.1
6-10	5.6	2.3	.2
11-15	3.2	2.4	.1
15+	1.9	1.1	.1

	Self-Management Skills: Most Important	Self-Management Skills: Lacking	Self-Management Skills: Both
Yes	1.7	.2	0
No	25.3	5.9	1.4
If Yes			
0-5	7.4	1.8	.1
6-10	6.0	.9	.2
11-15	2.0	.3	0
15+	5.0	1.25	.1

	Attitudes: Most Important	Attitudes: Lacking	Attitudes: Both
Yes	1.5	0.4	0.1
No	22.5	7.0	1.1
If Yes			
0-5	7.0	1.7	.1
6-10	5.7	.8	.1
11-15	3.2	.7	0
15+	3.1	.3	.2

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	Values		
	Most Important	Lacking	Both
Yes	2.0	0.5	0
No	18.0	15.0	0
If Yes			
0-5	8.0	4.5	0
6-10	5.5	1.5	0
11-15	4.0	1.5	0
15+	1.0	1.5	0

* Discussion based on total "yes" responses

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TABLE 2-13

Distribution of Women Who Attended Training
in the Past Year

Responses	N	%
Yes	6	3
On-site	18	9
Off-site	54	27
Both (on/off)	62	31
No	58	29
No answer	2	1
Total	200	100

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TABLE 2-14

Distribution of Women Who Participate Voluntarily or Not in Company Training Program

Training Program	Women N	Women %
Voluntary	122	61
Compulsory	9	4
Depends	54	27
No answer	15	8
Total	200	100

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TABLE 2-15

Distribution of Frequency of Training Participation
Per Year

Frequency of Training	Women N	Women %
Sometimes (2-per year)	78	39
Often (3-5 per year)	49	24
Frequently (5+ per Year)	17	8
Does not apply/No answer	56	28
Total	200	99

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TABLE 2-16

Distribution of Women in Degree of Helpfulness

Helpfulness	N	%
Obtaining Job		
Very	77	38
Somewhat	69	34
Not	19	9
Not Applicable/No answer	35	17
Total	200	98
Obtaining Promotion		
Very	59	29
Somewhat	67	33
Not	44	22
Not Applicable/No answer	30	14
Total	200	98
Job Efficiency		
Very	81	40
Somewhat	84	42
Not	10	5
Not Applicable/No answer	25	12
Total	200	99

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TABLE 2-17

SAV Employees - Most Important: Goldberg - Employers - Most Important

Item	SAV	SAV Rank Order	Goldberg's Rank Order	SAV Response %	Goldberg's Response %
Judgment in decision making	FS	1	33	70	20
Positive work attitude	A	2	3	55	57
Strive for excellence	A	3	25	52	25
Follow through on assignments	A	4	77	50	1
Initiative/goal orientation	SM	5	6	46	44
Neatness/Accuracy	SM	6	69	45	3
Personal responsibility	A	7	28	44	23
Cooperates with fellow-workers	SM	8	2	42	60
Performs well under stress	SM	9	26	41	25
Organizes time efficiently	SM	10	24	40	26
Follow directions	FS	15	1	36	60

TABLE 2-18

SAV Employees Lacking Goldberg: Employers - Most Difficult to Find

Item	SAV	SAV Rank Order	Goldberg's Rank Order	SAV Response %	Goldberg's Response %
Analyze quantitative data	FS	1	71	31	1
Interpret graphs, charts, etc.	FS	2	61	30	1
Speak to an audience	SM	3	-	28	-
Places company needs over personal needs	V	4	-	22	-
Interprets statistical data	FS	5	68	22	1
Can adjust, repair equipment	FS	6	49	21	2
Considers all aspects of job important	FS	7	38	21	3
Asks creative questions	FS	8	75	19	0
Can compile statistical data	FS	9	68	18	1
Is patient with self/ others	SM	10	43	17	2

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2. FINDINGS - PART I

b. Discussion of Findings

The data in Table 2.1 are consistent with Scarf's findings. It was found that a larger percentage (32) of the respondents having a mentor were younger women (20-40) than older women (41+).

Chi-square analysis of age and whether or not a woman has a mentor is statistically significant at the .05 level.

The main significance lies in that fewer women than expected in both the 41-50+ age group and the 50+ age group said they had a mentor. In the 41-50 age group eight women said they had a mentor compared to an expected number of 16. There were nine women in the 50+ age group compared to an expected number of 13. As a corollary, more women than expected in these age groups said they did not have a mentor. The actual number in the 41-50 age group was 29, compared to an expected frequency of 21. The 50+ age group had 22 women, compared to an expected number of 17.

The only other area of significance was that fewer women than expected in the 21-30 age group said they did not have a mentor. The actual number was 22, compared to an expected frequency of 30.

Possibly having a mentor is not age-related but education related factor. Having a mentor for a thesis and/or an independent study can be a requirement on a graduate level and an option on an undergraduate level. So we may assume from the data that greater number of women may have first been exposed to a mentor as students. In addition, the younger women are presumed to be more aware of the benefits of having a mentor. See Table 2.2.

Chi-square analysis of educational level and whether or not a woman had a mentor is significant at the .05 level. In those women who said they did

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have a mentor, fewer than expected from high school did, and more than expected did among those women holding advanced degrees. In those who said they did not have a mentor, more than expected in high school did not have a mentor. Of those women with advanced degrees who said they did not have a mentor, fewer than expected did not. The differences in expected frequencies and actual frequencies for all groups were greater in those women saying they did have a mentor. Differences in the women who graduated from vocational/ business school were minimal.

Table 2-3 shows that fewer women who have had a mentor who responded "yes" that they had an interrupted career pattern. There is some suggestion that having a mentor is a serious commitment to one's career.

Chi-square analysis for mentor and functional skills, self-management skills, attitudes and values shows that all actual frequencies were quite close to the expected values.

In order to compare frequencies of response on a standard basis, the Skills Indices were used. These were developed by taking the total number of responses in each skills groups and dividing by the total number of functional skills, self-management skills, attitudes or values that were in the questionnaire See Appendix-B.

Table 2-4 shows that women with a mentor checked fewer functional skills as being Most Important than did women who did not have a mentor. Those with a mentor also checked fewer functional skills as lacking, while both groups were equal on the frequencies of checking both Most Important and lacking.

Table 2-5 shows that women with a mentor also checked fewer self-management skills as being Most Important as compared to women who did not have a mentor. Those with a mentor also checked fewer self-management skills and fewer in the Both category.

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In Table 2.6 we again see that women with a mentor checked attitudes less frequently in the Most Important category than women without a mentor. The former also checked fewer as those they Lacked. As to the Both category, response frequencies were equal.

In Table 2-7, Values are investigated. Again, women with a mentor checked fewer items in the Most Important category and in the Lacking category than women without a mentor. Nothing was checked in the Both category.

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2. FINDINGS - PART I

b. Discussion of Findings

Summary

In looking at the summary above, women who have a mentor mentioned self-management skills as the most important. Among these skills are cooperates with fellow workers, demonstrates initiative and goal-orientation on job. They listed functional skills and attitude similarly, and values in last place. Those women without a mentor checked attitudes in second position and functional skills in third place.

In looking at the SAV above the most lacking, the women with a mentor viewed functional skills in second position. These women checked functional skills in second place in both categories.

Both categories of women, with mentor and without mentor, checked values as most lacking. As far as attitudes, women with a mentor checked them into third position as lacking whereas those without a mentor checked them in fourth position.

	Mentor	Without Mentor
Most Important		
Skills:		
1. Self-Management	1	1
2. Functional	2	3
Attitudes	2	2
Values	3	3
Lacking		
Skills:		
1. Self-Management	3	3
2. Functional	2	2
Attitudes	3	4
Values	1	1

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2. FINDINGS - PART II

b. Interpretation of Findings

i. Discontinuity

Three indicators were used to measure discontinuity

1. worked part-time while attending school?

2. consider your work pattern as interrupted or uninterrupted?

3. did you leave the work force to have children?

The next series of questions will deal with the second indicator - interrupted/not interrupted career pattern. Eight respondents did not answer this question. So the presentation will be based on 192 respondents.

Looking at the data in Table 2-8 we see that this particular group of women have had a fairly continuous work pattern. Sixty-four per cent worked part-time while in high school; 59% responded that they had not interrupted their work; and 54% did not leave the work force to have children.

Table 2-9 shows that 43 per cent of the women 40 years and less answered that they had an uninterrupted career pattern compared to 14 per cent of the older women. Is this a reflection of age? or could it be marital status? Marital status does seem to have an impact on the career pattern for the never married. Sixteen per cent of the never married reported that they did not interrupt their career versus four per cent of the never married who did. When looking at the category married the percentage of the women who have not interrupted their career pattern is slightly higher than those who did. Could it be that these women are on the whole less traditional women?

Chi-square analysis of age and career pattern is significant at the .05 level. In the 21-30 age groups, fewer women than expected had an interrupted

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career pattern, while more than expected said their career pattern was not interrupted. In the 41-49 age groups, more than expected had claimed an uninterrupted career pattern. The same holds true for the 50+ age group.

Table 2-10 shows the career pattern by education. Vocational/business is the cut-off point for those with an uninterrupted career pattern. Looking at the data, there is exactly 26 per cent in both categories - interrupted/not interrupted who graduated from vocational/business, high school or attended high school. Then taking 25% and looking at the total percentage in each category, there is a higher percentage of women who have achieved a lower level of education with an uninterrupted career pattern compared with the total per cent of those with an uninterrupted career pattern.

Chi-square analysis for career pattern and education is significant at the .05 level. More women have an interrupted career pattern than would be expected if they completed high school or vocational/business school. Fewer women than expected have an interrupted career pattern if they graduated college or have an advanced degree. The expected and actual frequencies of a non-interrupted career pattern are fairly close.

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2. FINDINGS - PART II

b. Interpretation of Findings

11. SAV Indices

In order to compare frequencies of response on a standard basis, the Skills Indices were used. They were developed by taking the total number of responses in each skills groups and dividing by the total number of functional skills, self-management skills, attitudes or values that were in the questionnaire. This gives a single number. In Table 2-13, total "yes" answers were used as a basis of comparison rather than individual age categories.

In terms of skills, attitudes and values, women feel are most important, Table 2-11 shows that the women who said their career pattern is interrupted, checked self-management skills most frequently in the most important category. Attitudes and values are almost equal in frequency. Functional skills were checked least frequently. Values and functional skills are nearly equal in frequency for these same women as far as skills they lack, as are self-management skills and attitudes.

Women who had a non-interrupted career pattern also checked self-management skills more frequently in the most important category, followed by attitudes, functional skills, and values. Values, however, was checked more frequently as lacking. Functional skills ranked second, followed by attitudes and self-management skills. Chi-square analysis was not significant.

In comparing the women in the two groups, we see that the women with an interrupted career pattern checked fewer skills, attitudes and values then did the non-interrupted women. This is so for both the most important category as well as the lacking category.

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A question was asked - "Did you leave the work force to have a child/ children?" "If yes, number of years before returning to work full time (1) 0-5 (2) 6-10 (3) 11-15 (4) 15+"

It was found that the women who did leave the work force checked self-management most frequently in the most important category, followed by values, attitudes and functional skills. See Table 2-12. However, values and functional skills were checked most frequently in terms of skills they felt to be lacking. Self-management skills came next, followed by attitudes. This pattern held true when the "yes" category was further divided into two groups - those who had been out of the work force for 0-5 years, and those who had been out 6-15+.

Women who did not leave the work force checked self-management skills most frequently in the most important category, followed by attitudes. Functional skills and values were nearly equal. Values were checked most frequently as lacking, followed by functional skills, attitudes and self-management skills.

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2. FINDINGS - PART II

b. Interpretation of Findings

iii. Up-date information

To measure how the women were up-dating themselves, the following questions were asked

1. In the past year, have you attended training or educational courses in relation to your job?
2. Is your participation in extra training or course work - voluntary/ compulsory?
3. If the company provides the following
   a. self-study courses
   b. training by cassettes
   c. time off

Table 2-13 shows that 70 per cent of the women have participated in some type of activity to up-date themselves within the past year. Sixty-one per cent of these women participate on a voluntary basis. Twenty-seven per cent answered "depended"; 4 per cent "compulsory" and 7 per cent did not answer. See Table 2-14.

Eighty-three per cent of the women responded that there existed some kind of company plan or benefit for training. In addition, 25 per cent of the companies offer cassette learning tools; 1 per cent offer self-study courses; and 30 per cent offer time off for training.

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2. FINDINGS - PART II

b. Interpretation of Findings

iv. Active

The activity level was measured by the frequency of attendance at training sessions per year. Table 2-15 shows that 71 per cent of the women participate in some training during the year. Eight per cent of the women participate in 5 or more training sessions per year. Approximately 1/4 participate 3 or 4 times a year; 28 per cent did not answer or did not feel that the question applied; and 39 per cent participate 2 times a year. The women stated two main reasons for taking additional courses; the main reason was that it was job related and the second one was for personal growth.

Activity in training may be viewed as a means to a goal - in this case - obtaining a job; obtaining a promotion and increasing one's efficiency. The data on Table 2-16 show a high percentage of the women responding favorable in all 3 cases. Eighty-two per cent responded affirmately as to increasing their job efficiency.

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2. FINDINGS - PART II

b. Interpretation of Findings

Summary

The data in Part II show that 59 per cent of the women had an uninterrupted career pattern: 70 per cent participated in some kind of activity during the year to up-date themselves and that the majority did do so on a voluntary basis. These findings are consistent with the responses given in Part V of the questionnaire. (See Appendix-B)

#21 - Exhibits positive work attitude - 55 per cent answered this as most important.

7 - Willingly acquire additional training and education relevant to job function - 31 per cent said most important.

#17 - Strives for excellence and competence in performing work-related activities - 52 per cent checked it as most important.

Self-management skills was seen to be most important for women with both an interrupted and non-interrupted career pattern. Values and functional skills were checked most frequently as lacking in both groups. The same pattern is true for women who said they left the work force and those who said they did not.

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2. FINDINGS - PART III

a. Comparison of Data: SAV - Findings with the Goldberg's results

Two Tables 2-17 and 2-18 of skills, attitudes and values were classified and rank ordered according to the frequency of response so as to compare the two sets of data. The Goldberg's study is entitled, The Occupational Projection Research Project 1981-1982; has target sample consisted of employers who hired newly graduated vocational students.

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2. FINDINGS - PART III

b. In both studies a functional skill tops the list as most important

Following directions is top priority for the employer whereas judgment in decision-making is most important for the employees. Next, employees view attitudes as most important (2-4;7), followed by self-management skills (5-6; 8-10). On the other hand, employers generally ranked these self-management skills and attitudes lower. See Table 2-17.

List number 2, shows that there is no consistency between the skills, attitudes and values these women found lacking and those Goldberg found to be Most Difficult to Find. This is thought to be a reflection of the differences in the population samples of the two studies. Goldberg's study was done primarily on employers in blue-collar occupations, both male and female, and the list would be used to evaluate recent graduates of vocational education. The SAVE study was on women who are already employed and mainly in white collar occupations. See Table 2-18.

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4. DISSEMINATION ACTIVITIES PLANNED AND/OR IMPLEMENTED

The following steps have been taken to disseminate the results of the study.

1. Meetings were held with the Industrial Advisory Board to help give the members some of the findings.
2. A meeting was held with the Dean of Studies, at the College of Saint Elizabeth, to present an interim report on some of the findings.
3. Some of the procedures used and the target population selected were discussed with the students of the Methods of Social Research class.

The following steps will be taken to disseminate the results of this study.

1. Copies of the report will be sent to:
   a. All the participating companies
   b. Individual participants who requested a copy
   c. Directors of the Adult Education Program in Morris County
   d. Director of the Career Offices of the College in Morris County and the Morris County Vocational-Technical School
   e. Advisory Council on Needs of Women, Morristown, New Jersey
   f. Project on the Status of Education of Women, Washington, D.C. 20009
   g. Morris County Educational Services Commission
   h. Some Public Officials in the County, e.g., Assemblywoman Leanne Brown
   i. College of Saint Elizabeth
      a. College Relations Office
      b. Director of Institutional Research
      c. Director of Mahoney Library
   j. New Jersey Department of Higher Education
2. A summary of the report will be prepared for an article for a journal

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3. The findings will be incorporated in some sociology courses for the coming year 1983-1984.
4. The findings will be shared with departments which deal with women's studies at the college.

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5. STRATEGIES OR ACTIVITIES EMPLOYED TO ELIMINATE SEX BIAS AND SEX ROLE STEREOTYPING

1. The questionnaire for this study was reviewed by the Affirmation Action at AT&T to see if it met E.E.O. standards. (Equal Educational Opportunities.)
2. Progress reports were given to the Industrial Advisory Board to heighten their awareness of issues that women are discussing.
3. The questionnaire was reviewed by the students in the Methods of Social Research class. These students discussed some of their own observations regarding women.

Future Activities

1. This material will be incorporated in workshops, in classes and in talks.
2. These findings will be used as a data base.
3. These findings will be used for future research and research proposals.

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C. SUMMARY

1. CONCLUSION

It was stated in the Introduction that the percentage of women in the workplace has increased in the last two decades. This particular project focused on women who are presently in the workplace responding to some of their needs to enhance their position in the workplace and to lead a fuller life.

For the workplace, the women stated that their needs were as follows: self-management skills such as asserting themselves and speaking in public; functional skills, for example, math, statistics, English, computer-related skills and career planning.

For leading a fuller life, they expressed the following needs: day care facilities/center, flex-time, job sharing, financial planning and exercise classes.

These two sets of needs are not opposite but complementary. First, it may be said on the bases of these responses, that most women, mothers or not, will probably have an uninterrupted work career pattern. So, on the one hand they are trying to keep up their efficiency at working while trying to balance their job with their personal life.

It would seem imperative that career planning be more emphasized on all-levels of schooling and training. A necessary element in career planning would be to have women visualize themselves as working women. Examinations of life-styles should also be part of career planning since the work engaged in by an individual dictates to a degree a type of life-style.

Also, in career planning, networking should be explored. Networking should be considered on the two-levels mentioned above; job-related and personal-related.

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All the needs referred to are a reflection of the changing role of women and this change in role is going to necessitate a change in companies and in schools because both companies and schools, in turn, will have to adjust to the needs of women in the workplace.

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2. RECOMMENDATIONS MADE BY RESPONDENTS

Recommendations to the question "If you were a member of a local vocational school board, what recommendations would you make to help the school prepare for the decade of the 80's?" were tallied and placed in rank order as given below:

Schools Should:	%
1. Provide some form of computer skills and data processing techniques	28
2. Provide more emphasis on basic skills such as math, business math, accounting	12
3. Emphasize communication skills such as public speaking, listening, grammar	8
4. Consider other areas such as assertiveness training, business courses, more discipline, and a stricter dress code	20
5. No response	28

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APPENDIX - A

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EXHIBIT A-1

College of Saint Elizabeth
Sociology Department
Convent Station, New Jersey 07961 (201) 539-1600

February 18, 1983

Hello!

I am writing again in regards to the packet of questionnaires we sent to you in early January on the study of skills, attitudes and values of working women in the Morris County area.

My records show that no questionnaires have yet been returned from your company. Although the response from the other thirty companies has been good, we still need your participation in this study. Seventeen companies have not responded, and we need another 75 questionnaires returned before we can complete the first portion of the study.

Will you please help us by distributing the questionnaires to women employees and urge that they return them as soon as possible?

We have received many favorable comments from the women who have participated so far. Some have said completing the questionnaire was an enlightening experience and helped them clarify their role as an employee in today's working world. Some have requested a summary of the results be sent to them, and we are happy to provide that information not only to individual women, but also to all companies who participate in the study.

Thank you for your attention to this matter and we look forward to receiving your questionnaires shortly. If you have any questions, please feel free to call. Thanks again.

Sincerely,

Eileen Dahmen

Eileen Dahmen
Research Assistant - S.A.V.E.
379-7087

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APPENDIX - A

Small Companies 1-99 Employees: Participating

Name of Company	1/7/83	2/17/83	# Sent	# Received
Almetek Industries	X		17	11
Booz, Allen & Hamilton	X		4	2
Dow Corning Corp.	X		4	1
Ford Associates		X	4	3
Gas Drying, Inc.	X		4	4
Grand Associates	X		6	2
Martin Disposables		X	4	2
Mohawk Data Service		X	4	2
Morris County Savings Bank	X		5	1
National Steel Service	X	X	4	3
NY Times Information		X	4	4
Organon, Inc.		X	12	11
Pacific Mutual	X		3	1

Total # = 28
Participating = 13
Non-participating = 15
% participating = 46.4
Questionnaires sent 127
Questionnaires returned = 47
% Returned = 37

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Medium Companies 100-799 Employees: Participating

Name of Company	1/7/83	2/17/83	# Sent	# Received
AT&T Long Lines	X		6	3
Aetna Life & Casualty		X	4	4
Atlas Sound		X	4	2
Baker Industries		X	4	3
Cessna Aircraft		X	4	2
Champion International	X		4	4
Channel Home Center	X		4	2
Chatlos Systems		X	4	4
County College of Morris	X		4	3
Crum & Forster		X	4	4
Daily Advance		X	4	2
Daily Record	X		4	2
Drew Chemical	X		5	2,
Jersey Central	X		15	11
Knoll Pharmaceutical		X	4	4
Mennen Company	X		10	8
Occupational Training Center	X		4	2
Silver Burdett	X		15	14
Stapling Machines	X		4	3
Thatcher Glass		X	4	4
Tiffany & Co.		X	4	4

Total # = 40
Participating = 21
Non-participating = 19
% Participating = 47.5
Questionnaires sent = 191
Questionnaires returned = 87
% Returned = 47.6

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Large Companies 8004 Employees: Participating

Name of Company	1/7/83	2/17/83	# Sent	# Received
AT&T	X		10	2
Allied	X		25	11
BASF Wyandotte		X	4	4
Bell Labs	X		25	4
Exxon Research	X		4	4
Hewlitt-Packard Co.	X		4	2
Howmet Turbine		X	4	3
New Jersey Bell	X		10	5
Prudential Insurance Co. (Pension Office)	X		15	11
Sandoz	X		4	4
Warner-Lambert	X		25	16

Total # = 18
Participating = 11
Non-participating = 7
% Participating = 61
Questionnaires sent = 159
Questionnaires returned = 66
% Returned = 41.5

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APPENDIX - B

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Given below is the item number of the SAV as given in Part V of the questionnaire.

Functional Skills: 34 Items (45%)

# 3.	39	51
4	40	52
5	42	53
9	43	54
14	44	56
15	45	57
18	46	58
19	47	59
25	48	60
27	49	71
38	50	73
		74

Self-Management Skills: 24 Items (32%)

# 2.	23	55
6	26	62
8	29	63
10	31	64
11	32	67
12	36	68
13	37	70
22	41	75

Attitudes: 15 Items (20%)

# 1.	24	61
16	28	65
17	33	66
20	34	69
21	35	72

Values: 2 Items (3%)

# 7.	
30	

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APPENDIX - B

Frequency and Percentage Distribution of each Item for only Most Important and Lacking

	Item	Most Important N	Most Important %	Lacking N	Lacking %
1.	Appreciates	44	22	10	5
2.	Demonstrates	90	45	1	1
3.	Speaks	79	40	12	6
4.	Demonstrates	140	70	5	3
5.	Maintains	56	28	5	3
6.	Cooperates	83	42	4	2
7.	Acquires	62	31	13	7
8.	Demonstrates	92	46	6	3
9.	Understands	71	36	1	1
10.	Can anticipate	50	25	15	8
11.	Adjusts	45	23	15	8
12.	Works	73	37	3	2
13.	Shares	66	33	12	2
14.	Operates	25	13	2	5
15.	Can adjust	12	6	42	21
16.	Enjoys	17	9	17	9
17.	Strives	103	52	2	1
18.	Applies	20	10	26	13
19.	Can perform	9	5	15	8
20.	Demonstrates	88	44	2	1
21.	Exhibits	109	55	4	2
22.	Performs	82	41	20	10
23.	Is courteous	77	39	2	1
24.	Demonstrates	99	50	6	3
25.	Can develop	6	3	59	30
26.	Demonstrates integrity	59	30	2	1
27.	Is productive	69	35	1	1
28.	Feels	32	16	21	11
29.	Understands	16	8	6	3
30.	Places	18	9	44	22
31.	Works	48	24	8	4
32.	Has done	39	20	8	4
33.	Has ability	28	14	22	11
34.	Is willing	32	16	22	11
35.	Is punctual	28	14	16	8
36.	Speaks effectively	18	9	57	28
37.	Represents	46	23	10	5
38.	Demonstrates	33	17	9	5
39.	Can assemble	50	25	10	5
40.	Know the process	36	18	13	7
41.	Organizes time	81	41	15	8

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Item	Most Important N	Most Important %	Lacking N	Lacking %
42. Coordinates	31	16	8	4
43. Interprets	16	8	44	22
44. Asks creative	11	6	38	19
45. Is creative	32	16	28	14
46. Demonstrates negotiation	23	12	25	13
47. Can compile	12	6	36	18
48. Shows good evaluation	29	15	16	8
49. Explains well	41	21	16	8
50. Demonstrates ability	39	20	18	9
51. Identifies sources	20	10	3	2
52. Handles complaints	15	8	14	7
53. Keeps files	24	12	14	7
54. Acts as liaison	10	5	11	6
55. Works well	62	31	16	8
56. Initiates new ideas	42	21	13	7
57. Demonstrates	65	33	11	6
58. Works on time	13	7	4	2
Can delegate	67	34	12	6
60. Remembers	13	7	33	17
61. Motivate	47	24	15	8
62. Is poised	48	24	14	7
63. Demonstrates reliability	77	39	1	1
64. Concentrates	10	5	10	5
65. Shares enthusiasm	25	13	12	6
66. Shares equipment	8	4	2	1
67. Is patient	17	9	35	18
68. Demonstrates tact	48	24	8	4
69. Keeps neat	14	7	27	14
70. Compliments	35	18	6	3
71. Writes reports	43	22	21	11
72. Considers	23	12	42	21
73. Knows information	57	29	4	2
74. Can analyze	7	4	61	31
75. Willingly helps others	38	19	1	1

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APPENDIX - C

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College of Saint Elizabeth
Sociology Department
Convent Station, New Jersey 07961 (201) 539-1600

Dear Sir,

The Department of Sociology at the College of St. Elizabeth has been awarded a research grant by the State Department of Education of New Jersey, Division of Vocational Education and Career Preparation. The purpose of the grant is to gain information on the problem of skills, attitudes and values as they pertain to women in the work force. The results will help other women in educational and vocational preparation.

We would like to invite the women in your company to participate in this important study by individually completing a short questionnaire. Anonymity is assured by the provision of a stamped, self-addressed envelope for each questionnaire. The questionnaire was developed in conjunction with an Advisory Board made up of representatives of several local companies. The study is being conducted in Morris County only.

Your help in distributing the questionnaires to women in your company would be much appreciated. The number of questionnaires is based upon the size of your company and it is therefore essential that we get as many returned as possible. The target date for beginning the data analysis is January 24, 1983.

If for some reason your company is unable to participate in this research, please return the enclosed questionnaires to us as soon as possible. Results of the survey are to be sent to all participating companies, as many areas covered in the questionnaires are of interest to employers, as well as employees.

Thank you for your cooperation. If you have any comments, we would appreciate hearing from you. If you have any further questions, please feel free to contact us.

Thanks again.

Cordially,

Dr. M. Chenard
Research Director of S.A.V.E.
College of St. Elizabeth
Convent Station, NJ 07961
539-1600 Ext. 349

Eileen Dahmen
Research Assistant of S.A.V.E.
104 Madison Terrace
Springfield, NJ 07081
379-7087

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College of Saint Elizabeth
Sociology Department
Convent Station, New Jersey 07961 (201) 539-1600

Dear Participant,

The Department of Sociology at the College of St. Elizabeth has been awarded a research grant by the State Department of Education of New Jersey, Division of Vocational Education and Career Preparation. The purpose of the grant is to gain information on the problem of skills, attitudes and values as they pertain to women in the work force. The results will help other women in educational and vocational preparation.

We would like to invite you to participate in this important study by filling out the enclosed questionnaire. Most questions can be answered by pencil or pen by writing answers in the appropriate spaces. Some questions call for short sentence answers. Anonymity is assured. Please complete the questionnaire as soon as possible and return it to us in the enclosed stamped, self-addressed envelope.

We hope you enjoy filling out the questionnaire. We appreciate your generosity and cooperation for the time and effort you put into it. If you have any comments, we would appreciate hearing from you. If you have further questions, please feel free to contact us.

Again, many thanks.

Cordially,

Marcella Benard

Dr. M. Chenard
Research Director of S.A.V.E.
College of St. Elizabeth
Convent Station, NJ 07961
539-1600 Ext. 349

Eileen Dahmen

Eileen Dahmen
Research Assistant of S.A.V.E.
104 Madison Terrace
Springfield, NJ 07081
379-7087

Enc.

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SKILLS, ATTITUDES AND VALUES QUESTIONNAIRE

This study will be more valuable if certain additional data can be classified in relation to the responses on the second part of this questionnaire. Since no individual will be identified, it is hoped you will supply all requested information. COMPLETE ANONYMITY IS ASSURED.

In the appropriate space on the right hand side of the page, please write the number that corresponds to the answer you select for each question.

I. Personal Information

A. What is your age group?
(1) 20 and under
(2) 21-30
(3) 31-40
(4) 41-49
(5) 50+
_____

B. Marital Status
(1) Never married
(2) Married
(3) Separated/Divorced
(4) Widowed
_____

C. Racial/Ethnic Group
(1) Black
(2) Caucasian
(3) Chinese
(4) Japanese
(5) Hispanic
(6) Other_____ (Specify)
_____

D. Were you born in the U.S.?
(1) Yes
(2) No
_____

If No: How long have you been living in the U.S.? _____

E. Religious Background
(1) Catholic
(2) Protestant
(3) Jewish
(4) Other_____ (Specify)
_____

F. Are you disabled?
(1) Yes
(2) No
_____

If Yes: Please state in what way_____

G. Are you a Veteran?
(1) Yes
(2) No
_____

For Computer Use Only

II. Education and Work History

A. What is the highest educational level you have attained?
(1) Some high school
(2) Graduated high school
(3) Vocational/Business school
(4) Graduated college
(5) Master's Degree/MBA
(6) PhD/Professional Degree

_____

B. Are you currently employed full-time or part-time?
(1) Full-time
(2) Part-time

_____

C. Which category best describes the position you now hold?
(1) Secretarial
(2) Clerical
(3) Managerial
(4) Sales
(5) Professional
(6) Technical
(7) Information Processing
(8) Other_____
(Specify)

_____

D. What is your approximate gross annual income from this position?
(1) $5,000 and under
(2) $5,001-$9,999
(3) $10,000-$14,999
(4) $15,000-$19,999
(5) $20,000-$24,999
(6) $25,000-$29,999
(7) $30,000-$34,999
(8) $35,000-$39,999
(9) $40,000+

_____

E. What was the main influence that contributed most to the skills, attitudes and values needed for your present job?
(1) High school
(2) Previous work experience
(3) Volunteer experiences
(4) College
(5) Vocational/Business School
(6) Life experiences
(7) Other_____
(Specify)

_____

F. Do you feel you had adequate training or preparation for your present job?
(1) Yes
(2) No

_____

If No: Do you feel you need more formal education or training?
(1) Yes
(2) No

_____

G. In your work history: Did you or do you have someone you consider a sponsor, coach, or mentor?
(1) Yes
(2) No
(3) Don't know

_____

III. Training Needs and Practices

A. In the past year, have you attended training or educational courses in relation to your job?
(1) Yes
(2) No
_____

If Yes: 1. Have these courses been on-site, off-site, or both?
(1) On-site
(2) Off-site
(3) Both
_____

2. Please check the appropriate spaces.

	On-Site	Off-Site
On-the-job training	_____	_____
College Courses	_____	_____
Seminars	_____	_____
Workshops	_____	_____

3. How often do you try to participate is such activities?
(1) Sometimes (2 or less per year)
(2) Often (3-5 per year)
(3) Frequently (More than 5 per year)
_____

4. Approximately how many total days have you spent in these activities in the past year?
_____On-site _____Off-site

B. Are the additional courses you took
(1) Job related (3) Sometimes both
(2) Personal growth related (4) Other_____ (Specify)
_____

C. Does your company offer home self-study courses?
(1) Yes
(2) No
(3) Don't know
_____

If yes: Have you taken any in the past year?
(1) Yes
(2) No
_____

Did the course have to be related to your specific job area?
(1) Yes
(2) No
_____

D. Does your company provide training by cassettes?
(1) Yes
(2) No
(3) Don't know
_____

E. Is your participation in extra training or course work...
(1) Voluntary
(2) Compulsory
(3) Depends on type of training or course _____

F. Who is financially responsible for your extra training or course work?
(1) Self
(2) Company pays full costs
(3) Self and Company
(4) Grants/Scholarships
(5) Company tuition plan
(6) Other_____ (Specify)
_____

G. Do you receive company time off for your training or course work?
(1) Yes
(2) No
(3) Depends on type of training
_____

H. How helpful do you feel your training has been in obtaining a job?
(1) Very helpful
(2) Somewhat helpful
(3) Not helpful at all
_____

I. How helpful do you feel your training has been in obtaining a promotion?
(1) Very helpful
(2) Somewhat helpful
(3) Not helpful at all
_____

J. How helpful do you feel your training has been in doing your job better or more efficiently?
(1) Very helpful
(2) Somewhat helpful
(3) Not helpful at all
_____

IV. Work and Family Patterns

A. When did you go to work full-time?
(1) After high school
(2) After college
(3) After vocational school
(4) After business school
(5) Other_____ (Specify)
_____

B. Did you work part-time while you attended school?
(1) Yes
(2) No
_____

C. Do you consider your work pattern as interrupted or uninterrupted?
(1) Interrupted
(2) Uninterrupted
_____

D. How many dependent children are currently living with you? _____

E. Did you leave the work force to have a child (children)?
(1) Yes
(2) No _____

If Yes: 1. Number of years before returning to work full-time
(1) 0-5 (3) 11-15
(2) 6-10 (4) 15+ _____

2. Before returning to work full-time, did you work part-time?
(1) Yes
(2) No _____

F. How many years worked since you entered or re-entered the work force?
(1) 0-5 (3) 11-15
(2) 6-10 (4) 15+ _____

G. Please state why you chose to enter or re-enter the work force.

V. Skills, Attitudes and Values

The information you provide in the following questions will help employers learn what women need in terms of skills, attitudes and values to be more effective and efficient in the work force.

A. The following checklist has been devised to help you evaluate skills, attitudes and values. Read each statement and check in the appropriate column first those skills, attitudes and values that you consider the 15 most important for an employee in today's job market and secondly those skills, attitudes and values that you feel you lack.

	Most Important	Those You Lack
1. Appreciates individual differences	( )	( )
2. Demonstrates neatness and accuracy in work produced	( )	( )
3. Speaks effectively with clients	( )	( )

		Most Important	Those You Lack
4.	Demonstrates good judgment in decision-making ability	( )	( )
5.	Maintains accurate and appropriate records	( )	( )
6.	Cooperates with fellow workers	( )	( )
7.	Willingly acquires additional training and education relevant to job function	( )	( )
8.	Demonstrates initiative and goal-orientation on job	( )	( )
9.	Understands and follows instructions	( )	( )
10.	Can anticipate needs of employers, clients and fellow workers	( )	( )
11.	Adjusts personal behavior to fit situation	( )	( )
12.	Works in an independent manner	( )	( )
13.	Shows self-discipline in a variety of situations	( )	( )
14.	Operates tools and equipment relevant to job	( )	( )
15.	Can adjust, repair, or maintain job-related equipment, and can detect sources of difficulty	( )	( )
16.	Enjoys the feeling of doing things better than others	( )	( )
17.	Strives for excellence and competence in performing work-related activities	( )	( )
18.	Applies computational skills accurately	( )	( )
19.	Can perform tasks requiring manual-perceptual skills accurately	( )	( )
20.	Demonstrates personal responsibility and independence	( )	( )
21.	Exhibits positive work attitude	( )	( )
22.	Performs well under stress	( )	( )
23.	Is courteous and respectful to fellow workers, employers, and clients	( )	( )

		Most Important	Those You Lack
24.	Demonstrates follow-through on assignments	( )	( )
25.	Can develop and interpret graphs, charts and tables	( )	( )
26.	Demonstrates integrity and respect for others	( )	( )
27.	Is productive	( )	( )
28.	Feels that present job is meaningful	( )	( )
29.	Understands needs of clients as primary	( )	( )
30.	Places company needs over personal needs	( )	( )
31.	Works in an efficient manner	( )	( )
32.	Has work done on time	( )	( )
33.	Has ability to see certain situations as opportunities	( )	( )
34.	Is willing to take the long view rather than immediate gratification	( )	( )
35.	Is punctual	( )	( )
36.	Speaks effectively to an audience if necessary	( )	( )
37.	Represents an employer to the public well	( )	( )
38.	Demonstrates good information gathering skills	( )	( )
39.	Can assemble items of information into a coherent whole	( )	( )
40.	Knows the process for channeling information through the system	( )	( )
41.	Organizes time efficiently so that many tasks are completed in finite time periods	( )	( )
42.	Coordinates activities and events well	( )	( )

		Most Important	Those You Lack
43.	Interprets meaning associated with statistical data	( )	( )
44.	Asks creative questions in fluid situations	( )	( )
45.	Is creative in terms of proposing new ideas for an organization or new ways of solving mechanical problems	( )	( )
46.	Demonstrates good negotiation skills between individuals or groups in conflict	( )	( )
47.	Can compile numerical and statistical data	( )	( )
48.	Shows good evaluation skills in terms of a program to determine its success in meeting its objectives or judging the performance of an individual	( )	( )
49.	Explains well, makes obscure ideas clear to others	( )	( )
50.	Demonstrates ability to anticipate future needs	( )	( )
51.	Identifies sources of help for others	( )	( )
52.	Handles complaints well	( )	( )
53.	Keeps files and records up to date	( )	( )
54.	Acts as liaison between competing interests or differing constituencies	( )	( )
55.	Works well under pressure and deadlines	( )	( )
56.	Initiates new ideas and ways of doing things	( )	( )
57.	Demonstrates good listening skills	( )	( )
58.	Works in time and space situations calling for little error	( )	( )
59.	Can delegate tasks and responsibilities to others on the work team	( )	( )
60.	Remembers long sequence of events or instructions	( )	( )

		Most Important	Those You Lack
61.	Motivates others	( )	( )
62.	Is poised and self-confident	( )	( )
63.	Demonstrates reliability	( )	( )
64.	Concentrates on job of the moment	( )	( )
65.	Shows enthusiasm for task at hand	( )	( )
66.	Shares equipment and materials readily when necessary	( )	( )
67.	Is patient with self and others	( )	( )
68.	Demonstrates tact in appropriate situations	( )	( )
69.	Keeps work area neat	( )	( )
70.	Compliments others on work well done	( )	( )
71.	Writes reports and communications well	( )	( )
72.	Considers and treats all aspects of a job as equally important, including routine and boring ones	( )	( )
73.	Knows where and how to obtain needed information	( )	( )
74.	Can analyze quantitative and statistical data	( )	( )
75.	Willingly helps others with tasks when asked and it is appropriate	( )	( )

B. Matina Horner in her research maintains that women are afraid of success because it would jeopardize other values in their lives. Do you agree with her finding?

(1) Yes
(2) No
(3) Don't know _____

If Yes: Do you feel this applies to yourself?
(1) Yes
(2) No
(3) Don't know _____

C. Please list areas in which you feel you personally need or would like further training other than those listed in the previous section. Such areas may include items as assertiveness training, upgrading of specific skills, etc.

D. What other services do you feel employers should provide (i.e. day-care, flex-time, career planning, etc.)?

E. If you were a member of a local vocational school board, what recommendations would you make to help the school prepare for the decade of the 80's?

F. Additional comments

Thank you for your cooperation in completing the questionnaire. Please return it as soon as possible in the envelope provided. If you would like a summary of the results, please contact:

Dr. M. Chenard
Department of Sociology
College of St. Elizabeth
Convent Station, NJ 07961